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may be mistaken. At any rate, if the paragraph selected for practice on the reflexive verbs did not lend itself to the production of more appropriate questions in German on the text, the editor might have so arranged the grammatical review as to choose another, better section for this work. I am even bold enough to believe that in this particular portion of the text the grammatical material might have been treated just as successfully, without violating the principles involved, and, the editor's doubt to the contrary notwithstanding, I am fain to believe that I myself can do better, on occasion. It would be difficult to misjudge or to overlook the editor's intention in Exercise VIII; however, so far as "good will" is concerned I, for one, am unwilling, in matters editorial and pertaining to teaching, to accept the Latin adage *Ut desint vires, tamen est laudanda voluntas.* The editor may follow in his classroom whatever pedagogical principles he wishes, that is his own concern, but if he incorporates them in an edition meant for general use he must expect that they will be scrutinized as to whether they will pass muster, and criticized if they do not. — Question VIII, 10 is not improved by the answer suggested in the editor's reply; and as I know from the experience in my own class with this edition, neither teacher nor pupil are apt to find this supposed solution of a real difficulty. Besides, is *Beide konnten nur mit Mühe die Schnörkelschrift lesen* not as much of a whole sentence as *Nur indem sie sich niederbogen, konnten beide die Schnörkelschrift lesen?— Das sollt' ich meinen* certainly is not incorrect, only that is not the way the vocabulary—at least that of my copy—has it. Question X, 1 still sounds curious to me and to several of my German friends.—Mr. Busse is right in saying that there is no parenthesis in VIII, 6. It should read VIII, 5. I admit the slip of the pen. —d—

IV. Eingesandte Bücher.

Illustrierter Lehrmittelkatalog. Auswahl der bewährtesten Lehrmittel für Volks- und Bürgerschulen, Gymnasien, Realschulen und verwandte Anstalten. Herausgegeben von A. Pichlers Witwe & Sohn, Buchhandlung für pädagogische Literatur und Lehrmittel-Anstalt, Wien.

Schmid und Speyer, Deutsches Lesebuch für höhere Mädchenschulen, auf Grund der „Bestimmungen über die Neuordnung des höheren Mädchenschulwesens in Preussen" vom 18. August 1908 neu bearbeitet von Prof. Fr. Speyer, Oberlehrer am Königl. Victoria-Gymnasium in Potsdam, und Prof. Dr. H. Löbner, Oberlehrer an der Viktiriaschule in Danzig. Sieben Teile. Teil 5. 6 und 7 auch in Ausgabe B: Für patriotische Schulen. Leipzig und Berlin, B. G. Teubner, 1911.

Der Werdegang unserer Schrift von F. Soennecken, Bonn. 1911. M. 1.—

Wörterbuch der deutshen Einheitsschreibung. Nach den Beschlüssen des Königl. Preussischen Staatsministeriums vom 11. Juni 1903 bearbeitet von Dr. Otto Sarrazin. Vierte vermehrte Auflage (19. und 20. Tausend). Berlin, Wilhelm Ernst & Sohn, 1911. 80 Pf.

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Vetter Gabriel, Novelle von Paul Heyse. Edited with introduction, notes and vocabulary by Robert N. Corwin, Sheffield Scientific School of Yale University. New York, Henry Holt and Co., 1911. 35 cts.